

# Unit Planning Guide: Grade PreK Unit 7 of 7

Unit Title:	Pacing (Duration of Unit): 5 wks
Grade: PreK	Buffer Day(s): 2 -3

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- L.PreK.MA.4 Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.
- L.PreK.MA.4a With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).
- RI.PreK.MA.6 With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).
- RL.PreK.MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.
- RI.PreK.MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.
- RF.PreK.MA.2 With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.PreK.MA.2b With guidance and support, segment words in a simple sentence by clapping and naming the number of

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

	words in the sentence.	
SL.PreK.MA.6	Speak audibly and express thoughts, feelings, and ideas.	
SL.PreK.MA.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
L.PreK.MA.1	Demonstrate use of oral language in informal everyday activities.	
L.PreK.MA.1b	Use frequently occurring nouns and verbs.	

<b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b>
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<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Asking and answering questions help us learn.</li> <li>• Words and illustrations in a story lead us to predict what will happen next.</li> <li>• Illustrations and photographs help us learn more about a topic.</li> <li>• We start questions with words such as: who, what, when, where, why &amp; how.</li> <li>• Manipulating sounds allows us to create new words</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• How do we use pictures or words to explain a story or experience?</li> <li>• How do illustrations help us make predictions?</li> <li>• What is a question?</li> <li>• How does hearing and playing with sounds change the words we know?</li> </ul>
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<b>Acquisition (*Mostly assessed through traditional summative assessments)</b>
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<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• That by changing sound in a word we can create a new rhyming word</li> <li>• That words that sound the same at the end rhyme</li> <li>• That words are made up of different sounds and can broken into syllables</li> <li>• That we ask questions to gain information or help us understand</li> <li>• That technology is used for communication</li> <li>• That drawing and speaking help show what we know</li> </ul> <p><b><u>Vocabulary</u></b></p> <p><b>Syllable=parts</b></p> <p><b>Rhyme/rhyming</b></p> <p><b>Illustration(s)</b></p> <p><b>Technology</b></p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Produce rhyming words with support</li> <li>• Asking and answering “wh” questions</li> <li>• Explaining information about text through dictation and/or drawings</li> <li>• Predicting what happens next using words and pictures</li> </ul>
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